NAME

DATE

LANGUAGE & GRADE LEVEL

LESSON TITLE

LENGTH OF LESSON

NUMBER OF STUDENTS

**Overview:**

DESCRIBE THE GENERAL SEQUENCE OF THE LESSON. INCLUDE BACKGROUND KNOWLEDGE THAT STUDENTS HAVE, WHERE THEY ARE HEADED AND HOW THEY WILL GET THERE AND ANY ASSESSMENTS DURING/AFTER THE LESSON.

**Central Focus:**

NOTE THE CROSS-CULTURAL OR CULTURAL UNDERSTANDINGS OF THE LESSON AND HOW STUDENTS WILL BE COMMUNICATING OR DEMONSTRATING KNOWEDLGE.

**Essential Question(s) Answered:**

* NOTE THE ESSENTAIL QUESTIONS FOR THIS LESSON

**ACTFL / NYS Standards:**

* *LIST THE ACTFL AND/OR NYS STANDARDS THAT APPLY FOR THIS LEESON*

**Learning Objectives:**

* USING BLOOM’S NEW TAXONOMY, LIST WHAT STUDENTS WILL DO IN THE LESSON (VERBS) THAT ARE THE MEASURABLE OBJECTIVES (YOUR ASSESSMENTS SHOULD DIRECTLY MEASURE THE OBJECTIVES)

**Assessment:**

* NOTE ALL ASSESSMENTS (PRE/DURING/POST) FOR THE LESSON. KEEP IN MIND THAT THEY MEASURE THE LEARNING OBJECTIVES (ABOVE).

**Anticipatory Set: Think, Pair, Share**

NOTE THE LESSON “KICK OFF”. WHAT WILL GRAB THE STUDENT’S ATTENTION TO MAKE THEM INTERESTED IN AND CURIOUS ABOUT LEARNING?

**Sequence of Instruction and Language Tasks:** NOTE ALL TIMED ITEMS (SEE EXAMPLES BELOW)

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Teacher | Student | Time |
| Anticipatory Set- Think, Pair, Share | -Greet class  -Pass out work sheet and explain instructions  -Answer questions and facilitate as student share answers | -Generate lists of foods  -Share with their partner and with the class | 8 |
| Class Discussion | -Use PowerPoint to prompt students to think about the differences between French and American culture as it relates to grocery shopping.  -Prompting questions: Ou faites-vous les courses ? Est-ce que vos parents font les courses chaque jour ? Généralement, qu’est-ce qu’il est important quand les français ou les américains font les course ? | -Compare French and American culture  -Students will be permitted to speak English when giving their responses but will hear the questions in French  -Respond to questions both with their partners and to the class | 8 |
| Head’s Up | -Explain directions for “Head’s Up” game using PowerPoint  -Circulate while students are playing to ensure engagement and success on all tasks.  -Model appropriate skills to facilitate students in accomplishing tasks  -Assess student’s performance and readiness for formal assessment | -Play “Head’s Up” game to demonstrate knowledge and understanding of vocabulary | 20 |
| Closure | -Ask students if they feel prepared to take the quiz and what they plan to study tonight.  -Prompt students to explain what is going to be on the quiz and what they are going to study  -Answer questions | -Self-assess to determine if they have feel ready for the quiz.  -Explain how/what they plan to study for the quiz | 5 |

**Instructional Resources and Materials**

NOTE ALL MATERIALS THAT WILL BE USED DURING THE LESSON

**Rationale:**

LINK YOUR INSTRUCTION WITH SPECIFIC RESEARCH AND METHODOLOGIES THAT ARE PROVEN IN THE FIELD OF FL INSTRUCTION. USE YOU COURSE TEXTBOOKS AS REFERENCE MATERIALS FOR THIS SECTION (OR OTHER MATERIALS THAT PERTAIN).

**References:**

Bloom, Benjamin S. *Taxonomy of Educational Objectives; the Classification of Educational Goals*. New York: Longmans, Green, 1956.

Byram, Michael, and Carol Morgan. *Teaching-and-Learning Language-and-Culture*. Clevedon: Multilingual Matters, 1994.

Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. New York: Prentice Hall, 1988.